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AUTHOR Saunders, Minta M.; Keister, Mary Elizabeth
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ABSTRACT

A study comparing family and group day care was conducted. Data were collected over a two-year period on 12 children in a Greensboro, N. C., family day care program and 10 children in the UNC-G Demonstration Center for Infant-Toddler Care, a group day care center. Results, which disproved many assumptions cited as advantages of family day care, showed that: (1) mobility is greater in family day care than in center care; (2) all siblings can rarely be accommodated in the same family day care home; (3) family day care is nearby for low-income families but not for middle-income families; (4) a large percentage of infants in family day care show losses in mental development quotients, motor development quotients, and social development quotients; (5) family day care mothers are not usually women with preschoolers of their own at home; and (6) family day care homes do not usually have males in the household. Questions raised in the study about family day care are discussed, and further research is recommended. Appendix A presents the developmental quotients for the children in family and group day care, and notes on the two day care settings are provided in Appendix B. (KM)

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FAMILY DAY CARE: SOME OBSERVATIONS

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Prepared by:

Minta M. Saunders, Ph.D.
Associate for Program Expansion
United Day Care Services of
Greensboro

and

Mary Elizabeth Keister, Ph.D.
Director, Demonstration Project
Group Care of Infants
University of North Carolina
at
Greensboro

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FAMILY DAY CARE: SOME OBSERVATIONS

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INTRODUCTION

National census data (1965) show more than one million children under the age of three with full-time working mothers. More than half of these babies (57%) are cared for during the mother's working hours by a member of the family. Of the balance, 20% are in family day care. This is a larger proportion than in any other arrangement made with nonrelatives: 18% being cared for in their own homes by nonrelatives, 5% receiving care in a "group" or center.

Family day care is prevalent everywhere in our society, and it is likely to be around for as long as mothers are gainfully employed, or go to school or college.

The current literature reveals a curious ambivalence in relation to family day care. It abounds with devotees and opponents, few of the writers being consumers and most of them being professionals contemplating the confusing and not-very-brightly-illuminating picture of child care in this country.

Representatives of the fields of social work, psychology, and psychiatry tend to express dedication to the strengths of family day care; representatives of the fild of preschool education tend to extoll the virtues of group or center programs, even for very young children.

Frequently cited advantages of family day care include:

... it is warm, friendly and personalized because of the small number of children (and families) involved with the mother offering daytime care in her home;

... it is neighborhood-based and so is convenient to the homes of the children served, minimizing problems of transportation;

... it is neighborhood-based and so the child is not removed from neighborhood peer groups and there is continuity in cultural background and values between his own and his caregiving family;

... it can accommodate an age-mix --- all of the children in one family, including school ages; it can serve the day-home mother's own children as well as nonrelated children in the home for the day;

... it can accommodate children with minor illnesses, children with handicaps or special problems;

... it is flexible in adapting to working schedules of parents;

... it is more like a 'real'home with a home-like setting and a male present at times;

... it is moderate in cost for the mother purchasing care for her child or children;

Disadvantages of family day care include the following sometimes cited:

... it may be more adult- than child-centered;

... it may provide little in the way of a stimulating learning environment for children of varying ages;

... it may break down if the day-home mother (or one of her own children) becomes ill;

... it may lack back-up help for emergency situations;

... it may provoke role-conflict between the natural mother and the day-home mother;

... it is difficult to monitor --- input into learning opportunities for children and provision of support services (mental health, nutrition, social services, etc.) are difficult to achieve;

OPPORTUNITY FOR OBSERVATION OF AN AGENCY

PROGRAM FOR FAMILY DAY CARE

In July 1970, the University of North Carolina at Greensboro developed a modest research project jointly with United Day Care Services of Greensboro. UDCS (a United Way agency) had begun in 1969 to develop an agency-supervised network of family day care homes primarily to meet the demand for day care facilities for infants and toddlers. The University was proposing to study infants and toddlers in its already established group care setting in relation to a group of babies in family day care situations. In exchange for some brief training experiences for their family day care mothers at the UNC-G Demonstration Center for Infant-Toddler Care, UDCS permitted the University project staff to have access to their family day care homes for some limited testing and follow-up of children entering family day care under one year of age.

Over the two-year period, 1970-1972, the agency has assigned two members of its professional staff to the task of gradually developing its system of family day care. Women who expressed interest in becoming day-home mothers were rather carefully screened, were helped by the agency to accomplish the process of becoming certified by the State Department of Social Services to meet the Federal Interagency Day Care Requirement for the operation of a family day care home. The agency also provided some 20-30 hours of training in child care, child development, and the simple administrative tasks involved in

family day care. The agency supplied the necessary equipment for child care in the women's homes, lent the money (if needed) for construction of fences and for certain necessary minor renovations to the homes, provided a toy-library-exchange, and provided supervisory staff and some on-going training for the family day care program. The family day care program was not subsidized; rather, it had to sustain itself on the fees collected from parents and/or paid by the county department of social services. The consumers of this system of family day care were, then, parents able to pay the full cost of care and/or the county department which purchased care for certain children. The United Day Care Services program may be viewed as a workable, 'systems' model of what is possible in a typical urban community venturing to 'professionalize' the field of family day care.

The general observations that follow are based on: (1) some data collected on the children in the two settings (center care, family day care) over a period of two years; and (2) some information on the history of the day care homes over the same period of time.

These observations are made by two individuals, one of whom (Dr. Keister) had close contact with the group care setting, the other (Dr. Saunders) with the family day care homes. During 1970-1971, Dr. Saunders was employed by the University of North Carolina at Greensboro as a research director and as liaison between the University project and the day care homes. At the beginning of the second year (1971-72) she joined the staff of United Day Care Services of Greensboro as Associate for Program Expansion while still directing the University research project. The writers have attempted to present their observations and data objectively in order to permit the reader to draw conclusions.

FAMILY DAY CARE

The "HOPE" and the "REALITY"

They say . . .

> *"Family day care offers continuity of care, the same mother, the same home to go to each day; the child does not have to adapt to the ways of a large staff of different caregivers and adjust to a setting very different from his own home."*

The data shown in TABLES 1, 2, and 3 raise some questions about this assumption. Table 2 shows that between one month and 18 months of age, one child had to adjust to six different day care homes (and mothers); one child over a period of two months was in three different homes; seven other children averaged from one to five months with one caregiver. TABLES 1 and 3 indicate the "in-and-out" nature of these arrangements and show that mobility is considerably greater in family day care than in center care. Only a small proportion (12 out of 51 babies enrolled under one year of age) remained for long in the agency-sponsored family day care arrangement. Ten of the 51 babies left family day care in less than three weeks, and the group of 51 averaged less than eight months in family day care.

TABLE 1

Infants Enrolled Before 12 Months of Age

In Agency-Sponsored Family Day Care

1970-72

(N = 51)

No. months in care	No. of children	Terminated	Continuing
less than 1	10	10	
1 - 2	7	6	1
3 - 4	6	6	
5 - 6	11	9	2
7 - 8	5	1	4
9 - 10	3	2	1
11 - 12	2	2	
13 - 14	2	1	1
15 - 16	2	2	
17 - 18	1		1
19 - 20	1		1
21 - 22			
23 - 24	1		1
	51	39	12

TABLE 2

Infants Experiencing Placement in Two or More

Family Day Care Homes*

(N = 11)

Age of child at first placement	No. months in care	Placement with different day home mothers	Average length of stay with one mother
1 month	18	6	3.0 months
5 months	2	3	2.5 weeks
3 months	14	3	4.6 months
7 months	2	2	1.0 month
4 months	6	2	3.0 months
6 months	7	2	3.5 months
7 months	9	2	4.5 months
9 months	10	2	5.0 months
7 months	16	2	8.0 months
9 months	23	2	11.5 months

*Note: Of total (N = 51) in family day care over two year period, 10 infants remained in agency-sponsored family day care for less than 3 weeks

30 infants (placed at 12 months of age or younger) remained in care from 2-19 months, experiencing one placement only

11 infants (26.8% of those in care for more than 3 weeks) had from 2 to 6 different family day care mothers

TABLE 3

Mobility in Two Day Care Care Settings

Over Two-Year Period, 1970-72

	Family Day Care*	Center Day Care**
Infants enrolled under 12 months/age	51	14
Care arrangement terminated less than 3 weeks	10	0
Median number months in care	10.0	17.0
Mean number months in care	7.4	16.0
Number continuing in care arrangement at end of two year period	12	12

*40 homes, maximum 5 children each
**1 center, maximum 20 children two years and under

FAMILY DAY CARE

The "HOPE" and the "REALITY"

They say . . .

> *"Family day care offers a choice (and real convenience) to parents who may have several children of different ages for whom it is necessary to arrange daytime care; in family day care, children from infancy through school age may be accommodated in the same family day care home."*

Table 4 suggests that rarely were siblings accommodated in the same family day care home. One out of four infants had another sibling in the same day care home while in the day care center setting two out of five infants had a sibling attending the same center. The UDCS administrator described the difficulties in placing siblings together in the same home: "The day-home mother can keep no more than two children under two years of age (including her own children in this age range) and no more than five children (including her own under 14 years of age) at any one time. Thus, a family day care mother may have one child enrolled (e.g., age 3) but cannot take his new three-month-old baby sister because the two spaces for under-twos are filled. Furthermore, the family day care mother may have a preschooler enrolled but cannot take his school-age brother for after-school care because she has her own school-age children who bring the total to five." (These are the Federal Interagency Day Care Requirements for the grouping of children in a family day care home, p. 5.)

TABLE 4

Sibling Groups in Day Care

1. In Family Day Care	(N = 12)
Sib in same day care home	1
Sib in another day care home	1
Sib in a day care center	2
No siblings	8
2. In Group Day Care	(N = 10)
Sib in same day care center	2
Sib in another day care center	2
Sib in care at home	1
No siblings	5

FAMILY DAY CARE

The "HOPE" and the "REALITY"

They say . . .

> *"Family day care is convenient to the homes of the children served; the children need not spend long times traveling between home and the setting chosen for daytime care."*

This "hope" appears to be true for the low-income families in this sample, but it does not hold for middle income families. One UDCS staff member responded as follows to this 'reality' statement: "A good many -- in fact, a large majority -- of our day-care-home infants have care purchased by the Department of Social Services. The infants' own homes quite often are located in a low-income housing area and it is not too difficult to find a day-home mother whose home is fairly accessible. Transportation is not a major problem as the mother has transportation to work and leaves her child en route. It is more of a transportation problem for the middle-class mother who may have to travel all the way across town to leave her baby in a family day care home. I do not believe, however, that transportation is the factor which keeps the middle-class mother from using day care home services, but rather the overall cultural milieu which is so markedly different."

The Agency has not been successful in recruiting middle-class mothers to offer family day care, and middle-class mothers who are seeking day care for their babies tend to reject the services of family day care mothers residing in low-income areas of the city.

FAMILY DAY CARE

The "HOPE" and the "REALITY"

They say . . .

> *"Because a child can feel secure in the interest and attention and affection of one mother-person, experiencing continuity of care in a homelike atmosphere, he is freed to make the most of his opportunities; he can learn and grow and best realize his potential in the supportive atmosphere of family day care."*

Table 5 summarizes the measures used to evaluate the infants and shows the intervals at which testing was carried out. Tables 6, 7, and 8 summarize the performance of 12 infants in family day care on measures of mental, motor and social development. These were all children who entered family day care under 12 months of age and for whom there were available three or more assessments, at three-month intervals, of these three aspects of development. Tables 6, 7, and 8 show the results of initial and final testing and do not show scores (quotients) on tests in the intervals between first and last. (The full picture of the performance of these 12 babies is shown in Figures 1, 2, and 3 assembled in APPENDIX A.

One must conclude from the data that many of the children in family day care were not realizing their potential for development.

TABLE 5

Measures Used in Evaluation of Infants

In Family Day Care and in Center Care*

Measures	Test Intervals
1. Mental development	
Bayley Infant Scales of Development, Mental Test and/or Stanford Binet	3, 6, 9, 12, 18, 24, 30, 36 months
2. Motor development	
Bayley Infant Scales of Development, Motor Test	3, 6, 9, 12, 18, 24, 30, 36 months
3. Social development	
Preschool Attainment Record (PAR)	3, 6, 9, 12, 18, 24, 30, and 36 months
Vineland Social Maturity Scale	
4. Physical development	3, 6, 9, 12, 18, 24, 30, 36 months
Height/weight	

*One examiner administered the mental and motor tests and also measured and recorded the infants' height and weight. A second examiner assessed social development and interviewed the child's caregiver. The day care home infant and his caregiver were examined in the day care home; the center infant and his caregiver were examined at the Nursery Center.

In order for the day care home mother to be free for the examining period, an extra caregiver was supplied to assist in the care of the other children in the home; the center caregiver was provided a substitute caregiver for the other four children in her care.

TABLE 6

Bayley Mental Scale

Performance of 12 Children in Family Day Care

Child	Age in Months: Initial Test	Final Test	Initial Mental D.Q.	Final Mental D.Q.	Gain/Loss	Proportion of Total Group
Psyche	3	9	90	104	+14	
Cynthia	6	12	94	106	+12	25%+
Daphne	5	12	122	134	+12	
Jerome	7	12	102	106	+4	
Hortense	8	18	106	106	+0	No change
Orion	7	12	118	116	-2	42%
Alexander	3	18	103	98	-5	
Cyril	9	24	104	95	-9	
Basil	7	18	96	85	-10	
Sophie	2	9	111	101	-10	33%-
Thisbe	3	12	116	106	-10	
Nestor	12	30	111	100	-11	
$\bar{X}$	6.0	15.55	106.08	104.75	(-1.33)	

TABLE 7

Bayley Motor Scale

Performance of 12 Children in Family Day CAre

Child	Age in Months: Initial Test	Final Test	Initial Motor D.Q.	Final Motor D.Q.	Gain/Loss	Proportion of Total Group
Hortense	8	18	100	116	+16	8%+
Psyche	3	9	107	116	+9	
Cyril	9	24	108	115	+7	
Cynthia	6	12	94	98	+4	No Change
Daphne	5	12	117	119	+2	50%
Nestor	12	30	115	117	+2	
Alexander	3	18	113	112	-1	
Jerome	7	12	114	98	-16	
Thisbe	3	12	115	98	-17	
Orion	7	12	121	103	-19	42%-
Basil	7	18	111	87	-24	
Sophie	2	9	121	97	-24	
$\bar{X}$	6.0	15.55	111.33	106.33	-5.08	

TABLE 8

Vineland Social Maturity Scale

Performance of 12 Children in Family Day Care

Child	Age in Months: Initial Test	Age in Months: Final Test	Initial Social Quotient	Final Social Quotient	Gain/Loss	Proportion of Total Group
Thisbe	3	12	72	106	+34	17%+
Sophie	2	9	88	121	+33	
Nestor	12	24	118	120	+2	No Change 33%
Hortense	8	18	133	129	-4	
Jerome	7	12	133	126	-7	
Cynthia	6	12	124	115	-9	
Basil	7	18	133	118	-15	50%-
Daphne	5	12	140	124	-16	
Alexander	3	18	140	123	-17	
Orion	7	12	136	115	-21	
Psyche	3	9	150	129	-21	
Cyril	9	24	125	99	-26	
$\bar{X}$	6.0	15.55	124.3	118.73	-5.58	

One-third of the babies in the group performed at lower levels in their final tests of mental abilities, and 42% at considerably lower levels in their final tests of motor abilities than they had on first testing; and in the area of social development, half of the group of babies (50%) earned much lower Social Quotients at older ages than they had scored at younger age levels. Only three of the 12 children made gains in mental development quotients, only one child showed a substantial gain in motor development performance, and only two children made gains in scores on the test of social development. On each of the measures, it will be seen from Tables 6, 7, and 8, a large portion of the group showed neither gains nor losses. However, these results repay close study, as the cut-off point for "no change" was arbitrarily set at 10 quotient points. In actual fact, seven to nine quotient points may be considered a very large differential on an infant test. It is possible, then, that an even larger proportion of this group of babies were 'losers' in the realization of potential.

Admittedly and regrettably, infant tests do not provide final answers or a basis for firm conclusions. They do, however, give indications of trends and may highlight cause for concern. The testing reported here was carried out by the same experienced testers throughout the entire study and testing took place in the day care setting that was familiar to the child and at a time of day when he/she was comfortable and not hungry or sleepy.

Tables 9, 10, and 11 present data on a comparison group of 10 babies experiencing care in a group setting. These were all children who entered group day care under 12 months of age and for whom there were available three or more assessments of mental, motor and social development (at the intervals noted in Table 5). The Tables show quotients for initial and final tests only, but the complete picture of the performance of these babies is shown in Figures 4, 5, and 6 contained in Appendix A.

The data on the infants in group care showed a rather sharp contrast with those in family day care. The picture, in fact, was almost precisely reversed in relation to the quotients earned on the mental development and social development scales. Of the 10 infants in group care, 80% scored gains in mental development quotients (compared to 25% of the group in family day care), and 50% attained increases in social quotients (compared to 50% in family day care who lost social quotient points between initial and final testing). On the Bayley Motor Scale, 42% of the children in family day care showed decreases in motor quotients; of the children in group day care, 20% showed decreases in motor quotients; however, four children in group care gained substantially in motor quotients while only one child in family day care showed a substantial gain in performance on the Bayley Motor Scale.

TABLE 9

Bayley Mental Scale

Performance of Ten Children in Group Day Care

Child	Age in Months: Initial Test	Final Test	Initial Mental D.Q.	Final Mental D.Q.	Gain/Loss	Proportion of Total Group
Georgia	3	18	92	133	+41	
Gregor	11	30	117	152	+35	
Hermes	3	12	92	126	+34	
Lionel	4	18	98	127	+29	80%+
Dionysius	6	12	61	86	+25	
Irene	4	18	119	133	+14	
Leander	4	24	110	122	+12	
Anatole	6	24	102	112	+10	
Homer	12	30	101	97	-4	No Change 10%
Castor	3	12	101	83	-18	10%-
$\bar{X}$	5.6	19.8	99.3	117.1	+17.8	

TABLE 10

Bayley Motor Scale

Performance of Ten Children in Group Day Care

Child	Age in Months: Initial Test	Final Test	Initial Motor D.Q.	Final Motor D.Q.	Gain/Loss	Proportion of Total Group
Georgia	3	18	101	133	+32	
Gregor	11	30	111	131	+20	40%+
Dionysius	6	12	66	81	+15	
Hermes	3	12	107	119	+12	
Anatole	6	24	98	97	-1	
Irene	4	18	135	133	-2	No Change
Homer	12	30	103	100	-3	40%
Leander	4	24	114	106	-8	
Lionel	4	18	109	95	-14	20%-
Castor	3	12	107	50	-57	
$\bar{X}$	5.6	19.8	106.3	106.0	-.30	

TABLE 11

Vineland Social Maturity Scale

Performance of Ten Children in Group Day Care

Child	Age in Months: Initial Test	Age in Months: Final Test	Initial Social Quotient	Final Social Quotient	Gain/Loss	Proportion of Total Group
Dionysius	6	12	36	91	+55	
Georgia	3	18	72	126	+54	
Leander	4	24	115	145	+30	50%+
Lionel	6	18	112	137	+25	
Irene	4	18	133	147	+14	
Hermes	6	12	142	150	+8	
Anatole	6	24	118	125	+7	No Change
Gregor	11	30	125	120	-5	40%
Homer	12	30	121	112	-9	
Castor	3	12	120	85	-35	10%-
$\bar{X}$	5.6	19.8	109.4	123.8	+14.4	

The setting for group care is a high quality program, having been established as a demonstration. It bears, however, one important similarity to family day care in that five infants are cared for in each group by one continuing caregiver. It must be stressed that though there is disparity between the two settings overall, the Agency program is doubtless far superior to the family day care that exists independently and with no monitoring or supervision in most communities.

For a more nearly complete description of the two day care settings, see Notes in Appendix B.

FAMILY DAY CARE

The "HOPE" and the "REALITY"

They say . . .

> *"Family day care offers young mothers who prefer to stay home with their own children a chance to do just this and to earn an income at the same time. Mothers seeking care of their children can find it in homes where there are other young children with young mothers who like staying at home and caring for children."*

Tables 12 and 13 throw some light on the validity of such assumptions. A group of mothers with a mean age of 47 years (median age of 15 mothers: 45 years) is not a group that would have infants and toddlers of their own at home. The group of mothers who ceased operating day care homes during the two-year period were possibly mothers with preschoolers of their own. Their median age was 33 years (average age: 39) but this was the group who apparently found the activity lacking in satisfactions. About one-third stayed "in the business" for less than six months, and several admitted they did not like the work (Table 13). A few left the agency to operate their day care homes as a private enterprise. These may have been the more efficient and effective mothers who believed they were capable of working on their own and making more money. They may, however, have then taken more children than allowed by UDCS, thereby making more money but decreasing their effectiveness as caregivers.

TABLE 12

Age and Educational Attainment of Mothers

Offering Family Day Care

1970-72

1. 15 Day-Home Mothers Presently with Agency

Age range:	23-73 years
Median age:	45 years
Average age:	47 years
Grade school	3
Some high school	2
High school graduate	6
Technical school	
Some college	3
College graduate	1

2. 25 Day-Home Mothers Self-Terminated Between June 1970 and June 1972

Age range:	21-61 years
Median age:	33 years
Average age:	39 years
Grade school	1
Some high school	7
High school graduate	13
Technical school	2
Some college	1
College graduate	1

TABLE 13

Termination of Day-Home Care Arrangements

1. Reasons of Natural Mothers (40 mothers)

a) Moved, no agency-operated home conveniently located
b) Seeking a divorce
c) Job terminated
d) Finished school/college
e) Could not pay necessary fees
f) Grandmother assumed care of child
g) Arranged center care for child
h) Needed care on week-ends and during hours that day-home was not open
i) Department of Social Services withdrew support

2. Reasons of Day-Home Mothers (25 mothers)

Note: 9 of the 25 (about 33%) terminated in less than six months

average number of months active in family day care program = 7.4 (after training and obtaining license to operate)

a) Deceased
b) Became ill; required hospitalization; surgery
c) Left the city for family emergency
d) Went to work in a day care center
e) Left agency to operate own family day care business
f) Had to move to another location in the city
g) Accepted gainful employment that paid better
h) Found family day care too confining, time consuming
i) Got tired of the work

FAMILY DAY CARE

The "HOPE" and the "REALITY"

They say . . .

> *"Family day care places a young child in 'the real world' of home and family --- where there is a mother and a father-figure, a chance to observe and participate in the home life of real families."*

The data in Table 14 indicate that it is not possible to generalize about the presence of a father-figure in the day care home. In the 15 homes currently in operation, three-fifths of the day-home mothers had no husband present in the home. Of the homes that closed within two years, three-fourths of the women had husbands gainfully employed. The question may be posed: perhaps because of this, their need to continue as day-home mothers was not an urgent economic necessity?

TABLE 14

Presence of Males in 40 Family Day Care Homes

1970-72

1. In 15 Day Care Homes presently operating:

   3 mothers are single women
   3 mothers have husbands deceased
   3 mothers are separated or divorced
   6 mothers have husbands gainfully employed

2. In 25 Day Care Homes terminated between June 1970 and June 1972:

   1 mother was single
   3 mothers had husbands deceased
   2 mothers were separated or divorced
   1 mother had a husband retired
  18 mothers had husbands gainfully employed

SUMMARY: SOME QUESTIONS BEGGING ANSWERS

United Day Care Services, a community-sponsored non-profit agency, has as its primary goal to make day care available to families who need day care services, regardless of the families' ability to pay. The agency strives to provide developmental child care in all of its programs. It operates 10 center programs for children two-and-one-half years to six years of age, an infant care center, two after-school programs for school-age children, 22 family day care homes, and sponsors a number of summer day camp programs. It serves a total of 600 children. It is regarded as a model of how a well-organized, community-sponsored, non-profit agency may provide an economically feasible support system for the delivery of day care services to a large, urban community. With a regularly monitored support system of this kind, it may be fair to state that this agency's family day care program is probably better than the average across the nation.

The findings of the present study do not, however, inspire an optimistic view of the contribution that family day care makes to the development of infants and toddlers. In a group of 12 infants entering family day care before one year of age and followed over a period of two years, one-third of the children showed losses in mental development quotients, 42 percent in motor development quotients, and half of the babies in the group scored losses in social quotients

over the perios of the study. Only 25 percent of the children made gains in scores on mental tests, only one child scored a gain on the motor tests, and two babies made gains in social development scores over the two years they were followed.

There were serendipitous findings revealing extremely high mobility in family day care arrangements: 10 out of 51 children remained less than a month in family day care; 32 out of 51 children remained in family day care for less than eight months; one child experienced placement in six different family day care homes over a period of 18 months, and 10 others (26 percent of those in care for more than three weeks) had from two to three different day-home mothers. Over the two year period, the mean number of months an infant remained in family day care was 7.4. About one-third of the group of family day care mothers who began with the agency terminated the arrangement within six months. Twenty-five family day care mothers remained active in the agency program for an average of seven months.

A number of the much-publicized advantages of family day care appeared from these data to represent more "hope" than objective reality; rarely could siblings be accommodated in the same home; for middle-class mothers it was not neighborhood based; family day care mothers -- with a mean age of 47 years -- were not women with preschoolers of their own at home; in less than half of the family day care homes were there males in the household.

These findings raise some questions that deserve serious consideration, in view of the fact that 80 percent of federal government spending for day care is for family day care.

How much do we really know about the difficulties of offering family day care? Is it possible that few infants will make gains in social, intellectual, and motor development in the "usual" (or, in what was reported here, a better-than-average) monitored system of family day care?

For a responsible agency to operate a family day care program, what more is required (than was invested by the agency here) to prepare women to offer infants and toddlers the kinds of daily experiences that enhance potential for development?

What more is required (than was provided by this agency) in the way of learning experiences and training materials that strengthen caregiving skills --- especially when an agency must recruit mothers from low-income, low-educational-level groups?

What are the hidden costs of family day care --- in mobility of children, in psychic and physical energy of professional staff attempting to build and sustain quality in the program?

What are the actual dollar costs of family day care --- from recruitment of family day care mothers through to placement of children in their homes? What are the continuing costs to the agency of keeping children in the homes and of giving support to the day-home mother as she copes with the children on a day-to-day basis?

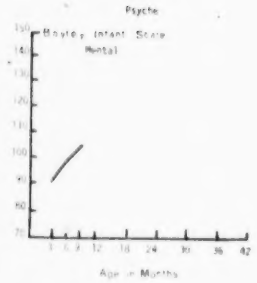
Is agency-monitored, agency-sponsored family day care a viable and constructive alternative among the possible arrangements for day care of infants, toddlers and their siblings in our present-day society?

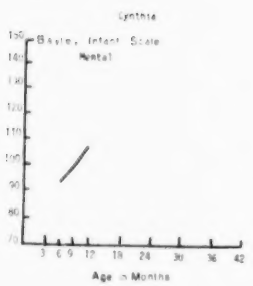
This study points to the need for further investigations that will provide more definitive answers to these pressing questions.

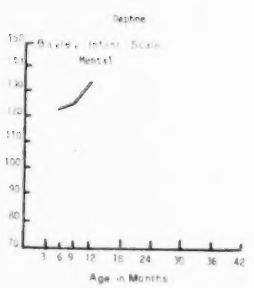
A P P E N D I X A

Figures 1, 2, and 3 showing Developmental Quotients
over a two year period for 12 children
in Family Day Care

Figures 4, 5, and 6 showing Developmental Quotients
over a two year period for 10 children
in Group Day Care







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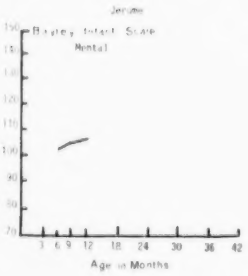

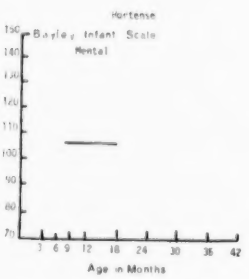

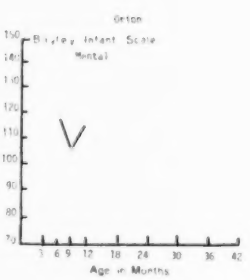

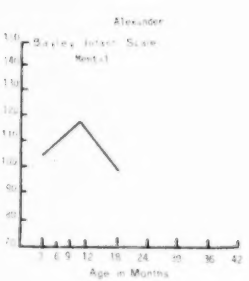

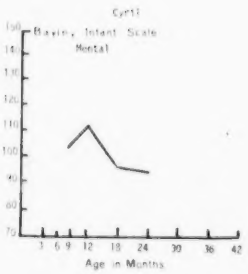

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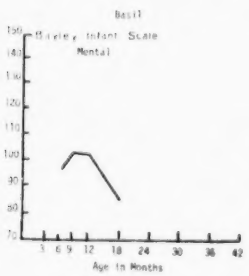

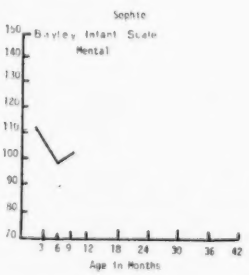

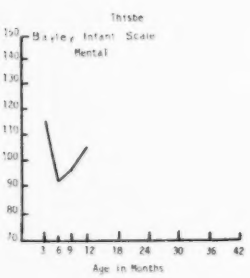

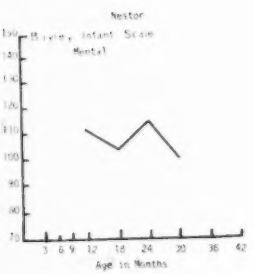

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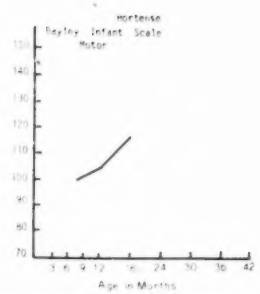
FIG. 1 — Performance on Bayley Mental Scale [developmental quotients] For 12 children in family day care.



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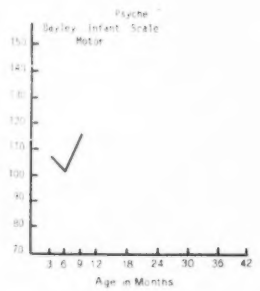

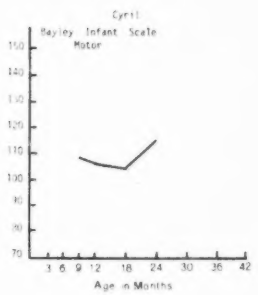

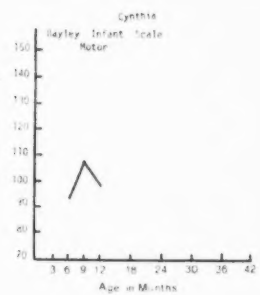

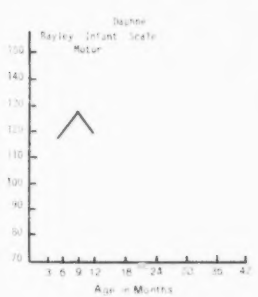

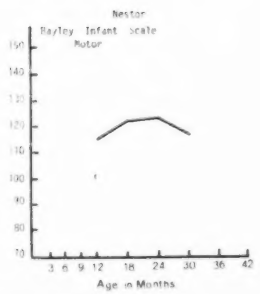

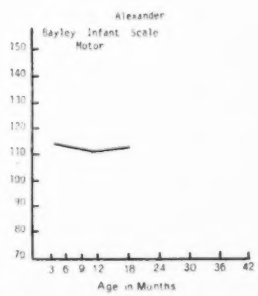

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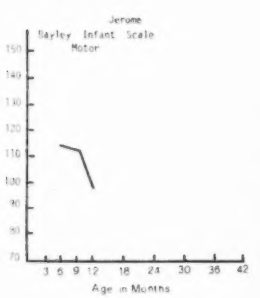

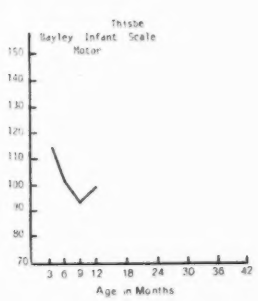

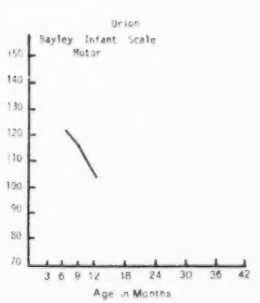

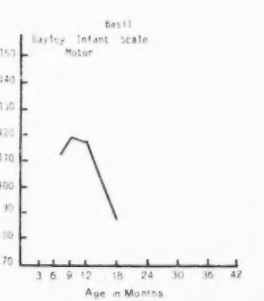

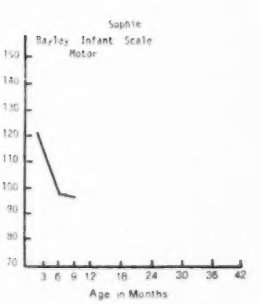

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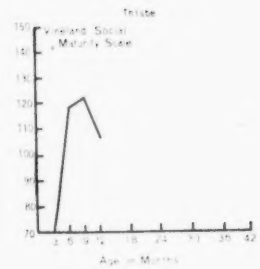
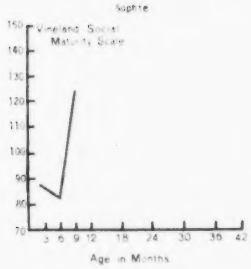
FIG. 2.—Performance on Bayley Motor Scale [developmental quotients] for 12 children in family day care.





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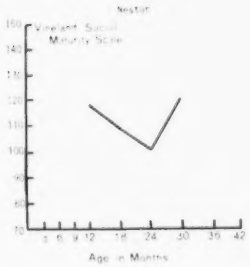

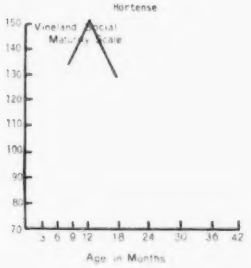

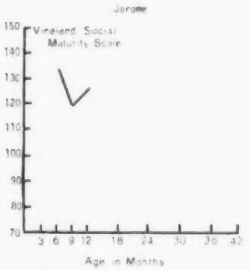

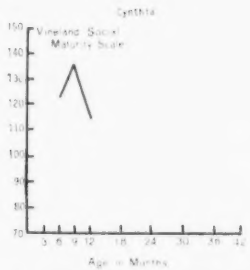

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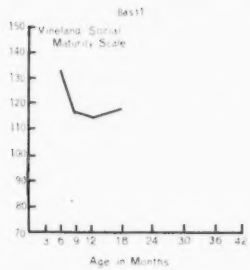

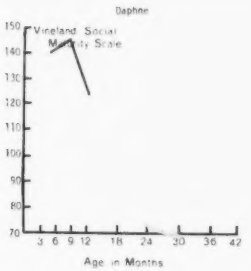

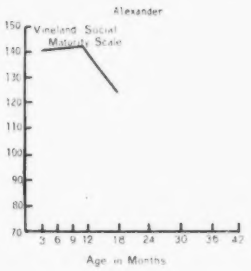

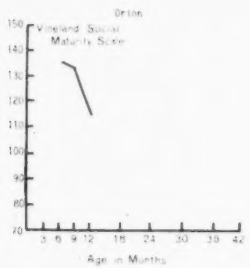

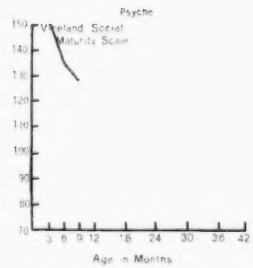

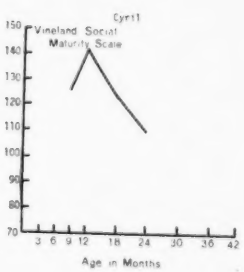

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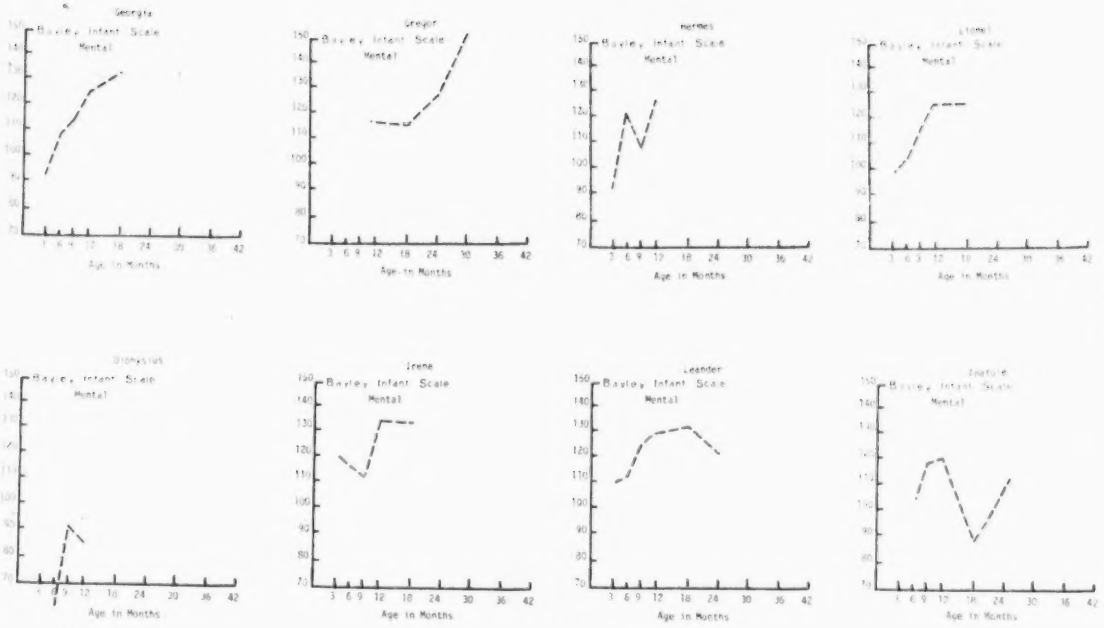
FIG. 3. — Performance on Vineland Social Maturity Scale [social quotients] for 12 children in family day care.



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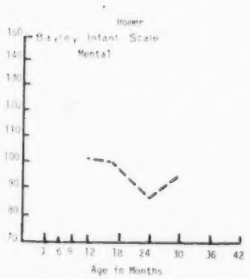

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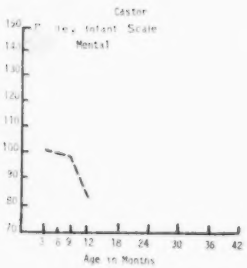

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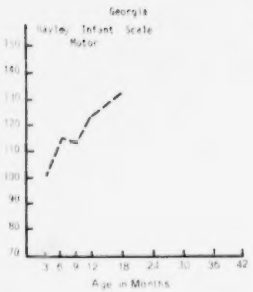
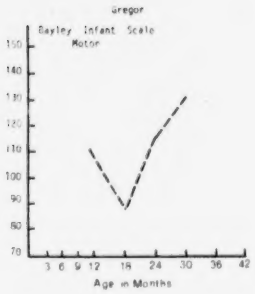
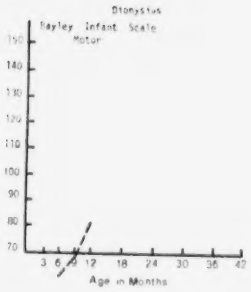
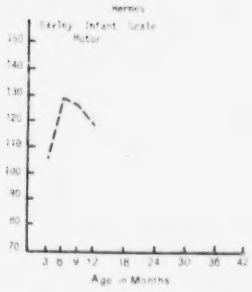
FIG. 4.—Performance on Bayley Mental Scale [developmental quotients] for 10 children in group day care.









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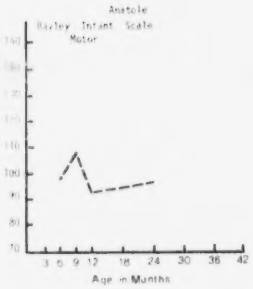

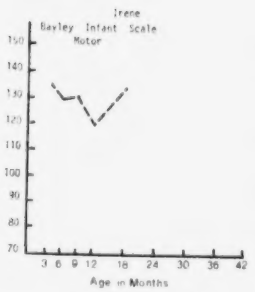

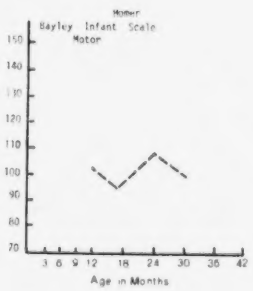

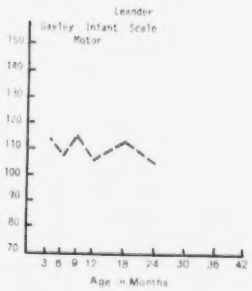

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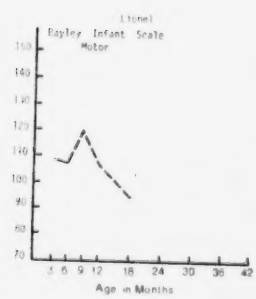

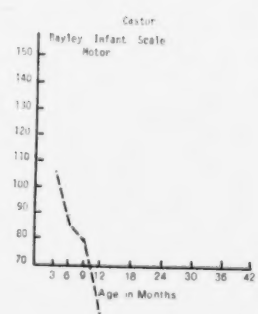

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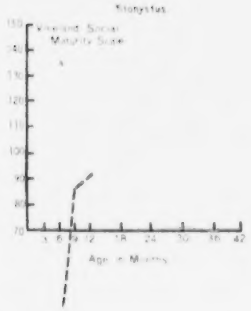
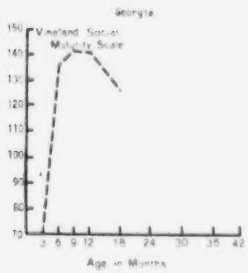
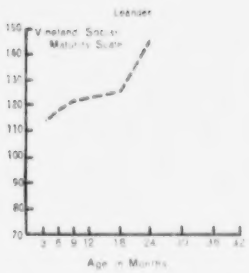
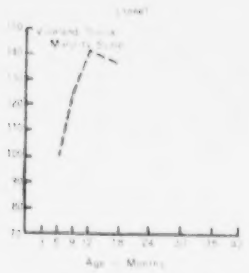
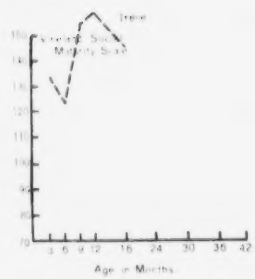
FIG. 5.—Performance on Bayley Motor Scale [developmental quotients] For 10 children in group day care.











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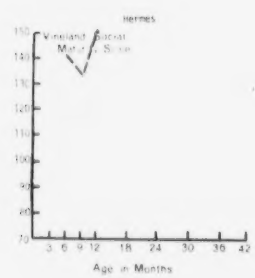

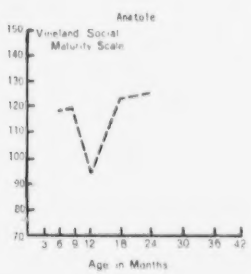

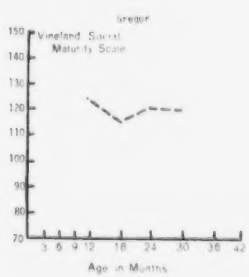

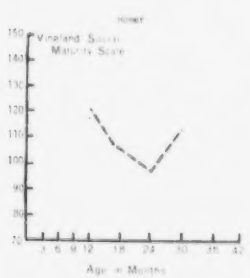

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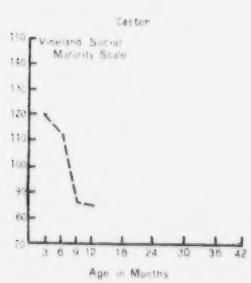

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FIG. 6.—Performance on Vineland Social Maturity Scale [social quotients] for 10 children in group day care.

A P P E N D I X B

NOTES ON THE TWO DAY CARE SETTINGS:

UDCS Family Day Care Program and

UNC-G Demonstration Nursery Center

Notes on The Two Day Care Settings:

UDCS Family Day Care Program and UNC-G

Demonstration Nursery Center

No assertion has been made herein that these were comparable programs serving comparable groups of families. A number of important differences characterized the programs in which these children were enrolled (i.e., UDCS's Family Day Care Program and UNC-G's Nursery Center), including differences in clientele, funding, physical facilities, staffing, and cost of care. The infants in the two programs were not matched for purposes of comparison nor were the two groups intended to be directly compared. The data presented here should be viewed as findings from two separate longitudinal studies that described development of 12 children followed for two years in an agency-sponsored family day care program and ten children followed for two years in a program attempting to demonstrate quality care for babies in groups.

Clientele

The UNC-G Nursery Center enrolled children from middle income and upper-lower income families. Fees were assessed on a sliding scale according to gross family income, with the majority of parents paying the full fee. One child of the ten had fees paid by the county department of social services. All the families in the study were two-parent families. Average age of parents in the group was: fathers, 32.8 years; mothers, 32.2 years.

In UDCS Day Care Homes, 9 of the 12 children were from two-parent families. Care was purchased by the department of social services for 5 of the 12 children studied. Seven were children of parents who paid full fee. Fathers' average age in this group was 29.0 years; mothers' average age was 25.5 years.

Funding

The UNC-G Nursery Center was established in 1967 at the University as a demonstration of quality care for infants and toddlers in groups. During the years 1967-1971 the project was supported by a grant from Children's Bureau, U. S. Department of Health, Education, and Welfare and by the University. During 1970-1972, it also received some support under a contract with the Appalachian Regional Commission.

The family day care program was begun by UDCS in 1969 to satisfy in some measure the enormous demand in the community for day care for infants. It was designed to be a self-supporting program and from the beginning was operated without direct subsidy. Agency policy required that it survive on fees collected, and all children were enrolled at full fee, whether paid by parents or by a social service agency.

Physical Facilities

The Nursery Center was located for four years in the education wing of a church building near the University campus. In June 1971 it was moved into renovated quarters on the campus. (The study reported here was begun in July 1970 and the first year of the research the babies were in the church building; in the second year, the Center had been moved to its present location on campus). Both settings (church and campus quarters) were air conditioned, spacious, well lighted, and attractively furnished; both had flooring materials that were easily cleaned; built-in cabinets for storage; each group room had an adjacent bathroom equipped with child-sized lavatories and commodes and convenient handwashing facilities for adult caregivers.

The Center children were grouped in five rooms according to developmental levels: (1) three to approximately ten months; (2) about 11 to 18 months; (3) younger toddlers (about 15-20 months); and older toddlers (about 20-36 months). Three-year-olds were in a separate group. Each group had the same primary caregiver in the same room each day, with another familiar person "on call" who helped with the babies at feeding time or in getting them dressed for out-of-doors, or who relieved the caregiver at her lunch-time and break-time. A ratio of one adult to five babies was maintained for the under-threes.

The infant rooms at the Nursery Center were bright with color and full of things-to-do. The rooms were well-furnished with age-appropriate large equipment (cribs, high chairs, etc.), toys, picture books and records, as well as homemade, improvised equipment.

There were wheel toys, strollers that carried four babies for outdoor walks, and an attractive enclosed patio equipped for outdoor play.

The day care homes were located in low-to-moderate-income housing areas or in public housing developments. Each home had cribs, cots, high chairs, etc. furnished by the Agency. Each home had a fenced play area, with the Agency in many cases arranging a loan for the day-home mother to secure the required fence. The Agency provided a toy-lending service, and staff of the Day Home Unit delivered (and rotated) books, puzzles, and smaller toys after cleaning and re-packaging. Wheel toys, strollers, etc. were also on loan and were exchanged as a child's developmental needs required. Some play yards were devoid of equipment; others had swings, sand, etc. depending on the mother's ability to provide them. In some neighborhoods, however, vandalism precluded the possibility of installing outdoor equipment.

For the most part, day care homes were small and the rooms tiny, so that the cribs and infant equipment created a very crowded setting, with little space for crawling or opportunity for creative play. The use of space appeared to vary as a function of the day-home mother's perception of the importance of play. Quite often the television set was a prominent part of the day-home setting and a focal point for much of the

on-going activity of the mother and the children in her care. All homes, in meeting the Federal Inter-Agency Day Care Requirements, had been inspected by the local departments of sanitation and health and by fire and building inspectors. They also met the requirements of 35 square feet of space per child.

Staffing

Caregivers. The same adult-child ratio characterized the two settings -- i.e., one adult to five babies. Caregivers in the two settings came from similar socio-economic backgrounds and educational levels.

The age and educational background of the day-home mothers covered a wide range. (This information is summarized in Table 12, page 24). The persons giving the day-to-day care to babies in the Nursery Center were para-professionals who received training on the job. They had been with the Center for from three to five years. All were high school graduates, one had had some college work. They ranged in age from 20 to 57 years.

The day-home mothers were paid by the Agency $12. per week per child in care which included their reimbursement for expenses incurred and their earnings. Thus the maximum they could earn was $60. per week. The Center caregivers in 1970-1971 were earning between $78. and $82. per week (gross pay) and in 1971-1972 between $87. and $91. per week. Their wages were dictated by the State Personnel Act under which they were employed.

Professional Staff. The program was initiated by UDCS in 1969 when they added a Preschool Education Supervisor to their staff giving her a part-time assignment to activate the day care home program. The Preschool Education Supervisor was experienced and knowledgeable in the area of day care and early childhood education. She was also responsible for staff training in the agency operated centers but managed to spend more than half of her time with the day care homes.

As the program expanded two New Careerists, who worked one-half time,became Day Care Home Assistants. The New Careerists assumed responsibility for the weekly toy exchange, making regular visits to the day-home mothers.

In the fall of 1970 a part-time professional sociologist was recruited with the goal of transferring responsibility for the day care unit to this person on a full-time basis in the winter. This person also enrolled as a graduate student in the area of child development.

She assumed full time responsibility in March of 1972 and realized within 30 days that she was unable to carry full time responsibility. She tendored her resignation to be effective as soon as she could be replaced.

The second Director of the Day Care Homes Unit assumed responsibility in May 1971. She held a master degree in early childhood education with additional graduate work in psychology. After September 1971 her responsibilities included some responsibility for a new infant center as well as the day home program.

Ten of the day-home mothers (during the first year of the study) were given two weeks of 'pre-service' training in the UNC-G Nursery Center.

The professional staff of the Nursery Center consisted of a full-time Director (M.A. in psychology, completing a doctorate in child development), a full-time Nurse-Teacher (R.N., two-year nursing degree), and a full-time nursery school teacher (who worked primarily with the three-year-olds). A pediatric consultant and a social work consultant (each available for approximately four hours of consultation per month) completed the roster of professionals on the Center staff. Five para-professional caregivers, a part-time cook, a part-time janitor, occasional student assistants, plus a part-time bookkeeper/receptionist, comprised the balance of the staff involved in a Center serving 30 children and their families, open for 10 hours per day.

The professional staff of the Nursery Center was on hand to monitor the program on a daily basis; the UDCS professional staff devoted only part-time to the family day care program and in addition had the logistical problem of getting to the individual day care homes on an intermittent schedule.

Cost of Care

Actual cost of care in the Nursery Center was estimated at $35. per week. For family day care it was very difficult to estimate the acutal cost per week. Although this program was not considered

to be subsidized, it was never able to survive on fees collected, and the central office costs had to be absorbed through other agency resources. Central office costs included accounting and clerical support for the family day care program as well as supervision by the professional staff and other administrative personnel. The time of these staff members was given to the family day care homes operation as part of the agency's total program of child care services, and this expense absorbed by other programs. The family day care home program was not inexpensive. After more than three years of operation, it was seen as on the verge of being able to contribute some portion of its central office expense. It could not have survived on fees collected; in fact, it survived as a part of a large successful center care agency operation.

In the UNC-G Nursery Center, over the period of the present study, fees of $18.00 per week were being assessed. In the family day care homes, fees of $16.50 and $17.50 per week per child were being assessed. The higher fee was for infants under one year of age.